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ABSTRACT

Fifteen placement project participants were enrolled in a refined competency-based continuation of a pilot program to train individuals to function as placement coordinators in their schools. They were enrolled in a weekly oncampus placement seminar at Southern Illinois University at Carbondale for the entire academic year (1979-80) and in a continuous, supervised internship in their respective schools that required them to operate a placement service. Summer internship experiences were provided by agencies outside the local school system. An evaluation instrument was used by participants to rate each week's seminar, and participants evaluated the entire project on the Department of Adult, Vocational, and Technical Education Workshop Evaluation Participant's Form. Project staff and local education agency internship supervisors conducted a continuous review of the program's effectiveness. (Conclusions are presented at the end of the report. Appendixes include the Placement Coordinator Training Transportable Model, sample log of daily internship activity, supervisor evaluation form, and Workshop Evaluation Participant's Form. (YLB)

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PILOT PROGRAM FOR TRAINING PLACEMENT PERSONNEL

FINAL REPORT

Southern Illinois University at Carbondale

Department of Vocational Education Studies

Wayne S. Ramp - Project Director
Harvey Ideus - Principal Investigator
Richard D. Boss - Assistant Project Director
Thom Beebe - Research Assistant

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Carbondale, Illinois
August 15, 1980

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ACKNOWLEDGMENTS

The fourth and final year of the pilot project for Training Placement Personnel provided project staff the opportunity to work with a somewhat wider range of clientele than had been the case in earlier years. The enrollment of participants employed by a CETA prime sponsor, an ESR office, a Career Guidance Center, and three Community Colleges as well as secondary schools added a new dimension that supplied evidence of the need for placement services to be provided by a variety of human service agencies. The project staff is appreciative of the assistance rendered by these LEA's. In addition to the agencies that provided project participants, many other private and governmental organizations assisted by providing resources that were invaluable to the work of the project. Assistance from these sources took the form of furnishing speakers to class sessions, providing printed materials and internship sites as well as supervision for interns. This service enabled project participants to gain first-hand experience in the linkage of education with the world-of-work. For this we are grateful.

A special word of thanks is extended to the Illinois State Board of Education, Department of Adult, Vocational and Technical Education for their support during the past four years. We are especially indebted to the SIU-C Department of Vocational Education and to Dr. Elmer J. Clark, Dean of the College of Education, for the time, assistance, and encouragement given over the past four years.

And finally, the project staff wishes to express appreciation to the sixty people who have participated as students in this endeavor. The enthusiasm and dedication which they applied to their individual and collective tasks made the collection of data and the organization of instruction a pleasant and worthwhile effort that will guide the training of future placement practitioners who will assist youth to live and work in the Twenty-first Century.

Wayne S. Ramp
Project Director

Harvey S. Ideus
Principle Investigator

Richard D. Boss
Assistant Project Director

Thom Beebe
Research Assistant

ABSTRACT

Fifteen placement project participants were selected from nominations made by Southern Illinois school administrators. These students were enrolled in a refined competency based continuation of a pilot program to train individuals to function as placement coordinators in their respective schools. Participants were enrolled in a weekly placement seminar on-campus for the entire academic year 1979-1980, and in a continuous supervised internship in their respective schools which required them to operate a placement service. Summer internship experiences were provided by agencies other than the local school system.

Placement project participants received a waiver of tuition and fees at Southern Illinois University at Carbondale for the project year. Additionally, participating schools received financial assistance from the project's funds to defray travel and local placement services implementation costs. Participating schools agreed to provide office space and a two-hour released time block each day for their placement participants.

Specifically, project objectives were as follows:

1. Refine and amplify the identified competencies necessary for an individual to function as a job placement coordinator.

2. Provide a training program based on identified competencies to 15 prospective placement coordinators through coursework, seminars, workshops and internships.

3. Competencies have been refined from the FY77 Pilot, the FY78 Continuation, and the FY79 Continuation project. Testing of this refinement for FY80 will be undertaken and incorporated into the transportable model being developed.

4. Evaluate the impact of the FY79 program completers in terms of the FY80 school assignments and evaluate FY80 program completers in terms of their FY80 school assignments.

5. Prepare 100 copies of the final report for dissemination.

Throughout the project, a weekly internal evaluation was held by the project staff. An evaluation instrument was used by the participants to rate each week's seminar and participants evaluated the entire project on the DAVTE workshop Evaluation Participant's form. The ultimate evaluation of the project will be based upon the acceptance of the transportable model by those training placement coordinators.

PROCEDURES OF IMPLEMENTATION

Recruitment and Selection

During the months of July and August 1979, administrators of Southern Illinois secondary schools and community colleges were solicited to nominate members of their school faculty and staff as prospective participants. From the nominations received, the project staff selected fifteen persons. The background and experience of the participants ranged from secretary to cooperative education coordinator. Most were vocationally oriented with work experience outside the education system.

The two criteria employed in selecting project participants were the commitment of the nominating school to placement and the desire of the prospective students to be involved in the program. Twelve new interns and one FY79 intern who had completed one semester were enrolled for the Fall 1979 semester in a competency based training program for placement personnel. The FY79 intern completed the program of study at the end of the Fall semester, and this position was filled, along with two open positions for the Spring semester 1980. Therefore, a total of sixteen participants received training: four for one semester each and twelve for the entire year.

A complete listing of project participants selected is as follows:

Karen Adams
LEA: Egyptian
POSITION: Counselor

Mary Ann Adams
LEA: Tamaroa
POSITION: Counselor

Leon Bankston
LEA: Fairfield
POSITION: Counselor

Dale Broadway
LEA: Shawnee Consortium
POSITION: CETA Field Representative

Lynn S. Byrd
LEA: Alexander County
POSITION: Special Education Teacher

Carol Carter
LEA: Anna-Jonesboro
POSITION: Counselor

Karen Cutrell
LEA: Cobden Unit School
POSITION: High School Secretary

Don Davis
LEA: Anna-Jonesboro
POSITION: Guidance Counselor

James Dumas
LEA: Shawnee College
POSITION: Placement Specialist

Ardell Kimmel
LEA: Rend Lake
POSITION: Placement Specialist

Don Krieger
LEA: Dongola
POSITION: Counselor

Debbie Payne
LEA: Herrin
POSITION: Counselor

Don Shaner
LEA: Meridian
POSITION: Counselor

Larry Spain
LEA: Meridian
POSITION: Counselor

Kenneth Wollin
LEA: Carmi
POSITION: Career Education Instructor

Jon Rivers
LEA: John A. Logan College
POSITION: Placement Specialist

Project participants received a waiver of tuition and fees at SIU-C for two semesters and the 1980 summer term. Participating Local Education Agencies received $300 per semester from project funds for financial assistance to cover traveling expenses and placement center implementation costs. An integral portion of each intern's project contract called for the LEA to provide the intern with at least two hours per day of released time to devote to placement activities with the LEA and local community. Additionally, the LEA was to provide the intern with office space and an area to serve as a placement center. An on-site supervisor of the intern was to be provided by the LEA.

The local school internship supervisor provided day-to-day support and guidance to interns in establishing placement activities. Internship supervisors submitted evaluation reports of their intern's activities on a semester basis to the project staff. Evaluation of intern progress was also provided by visits to the participating LEA, by project staff personnel.

Interns were required to maintain and submit to the project staff a daily log of performed placement activities. These activities were coded in relation to five previously identified major competency areas. Logs were collected weekly and evaluated by project staff to measure the intern's progress in mastering placement competencies and providing formalized placement services to their LEA.

Each semester, participants received three semester hours credit for internship activities in their LEA and three semester hours credit for participating and contributing to the weekly seminar. Seminars were designed to elicit the free exchange of ideas in order to facilitate learning from one another, as well as from project staff and

resource personnel.

Fall semester seminar classes were designed to help the participants plan and implement placement services in their LEA. Further investigation was given to competency identification, placement linkages, and placement information. Seminar classes during the second semester were designed to develop additional competency in the utilization and development of placement linkages and the administration and management of a placement service.

Summer session activities included an internship outside of the LEA and seminars devoted to grant and proposal writing for the establishment of a school based placement center. The completion of the grant and proposal writing experience, aside from providing proposal writing experience, compelled the participants to organize a total program of placement services, set priorities, examine existing school resources, compile demographic information, and design follow-up and evaluation procedures.

CONTRIBUTIONS TO VOCATIONAL AND TECHNICAL EDUCATION

The Continuation Pilot Program For Training Placement Personnel was initially funded by Illinois Office of Education/Department of Adult, Vocational and Technical Education during FY 77. The original project and the current project continuation were conceptualized in response to the national and state-wide emphasis upon the desirability and need for LEA'S to provide placement services for students. This need for formalized LEA placement services will require a cadre of trained placement personnel if this educational thrust is to become a reality.

A preliminary review of literature was conducted FY76 to determine

competencies necessary for practicing placement personnel. Throughout the Fall of 1976 and the Spring of 1977, the preliminary competencies were reviewed and refined based upon the information gathered from additional review of research, the project staff and interns, Department of Adult, Vocational and Technical Education consultants, project resource personnel, and practicing placement coordinators.

The resulting modified list of competencies was then incorporated into a survey instrument designed to gather data regarding both the relative importance of each competency and the most appropriate training method for mastery of each competency. The survey instrument was administered to the directors of five Illinois Career Assistance and Placement Services (CAPS) and fifteen Pilot Exemplary Placement Program (PEPP) sites for validation by practicing placement personnel.

One of the ultimate objectives of the project was to develop a transportable model for use in other institutions for training personnel in placement activities. Additional research was conducted by project staff to ascertain the best model for transportation. A model was selected and the completed transportable model, with refinements made during FY80, is presented in Appendix A.

This model was used as the guide in training placement participants for FY80. Only minor changes in word usage were made from the FY78 model. FY80 interns were asked to evaluate the entire training program as built around this model. The results of this evaluation are presented in Appendix B. The model encompasses training in five major competency areas. The model's competency areas and associated performances are found on the following five pages.

I. SERVICES TO SCHOOL PERSONNEL

COMPETENCY: The placement coordinator will be able to work within the school environment with all personnel involved in the total education process.

PERFORMANCES:

1. Communicate with library personnel and utilize their skill in maintaining a library of current career information.
2. Assist colleagues and others in the interpretation and utilization of follow-up data.
3. Utilize follow-up data from a variety of sources to effect change in the operation of the school. (e.g., administration, teaching content, counseling, and curriculum development)
4. Confer with colleagues regarding individual student needs or difficulties associated with student placement.
5. Inform school colleagues of placement processes, activities, and encourage their participation.
6. Identify and describe the placement processes, career development, and career decision making theories to faculty and administrative personnel.
7. Encourage teachers in all academic areas to develop units of study concerned with occupations and career information.
8. Become a teaching resource person on career information and assist faculty personnel to utilize this information in daily teaching activities.
9. Encourage all school personnel to assist in the placement process.

II. SERVICES TO EMPLOYERS

COMPETENCY: The placement coordinator will have the ability and skills to work with local, regional, state, and national employers in satisfying their employment needs.

PERFORMANCES:

1. Initiate personal contact with all local employers to determine their present and future labor force needs.

2. Work with regional, state, and national employers to develop comprehensive understanding of correct working procedures for fulfilling employer needs; to include, delineation of job requirements and job application procedures.

3. Communicate to potential employers information regarding personnel available for employment.

4. Communicate with potential employers placement service information that your office has available concerning LEA's educational programs.

5. Establish an external advisory board.

6. Conduct an occupational analysis to identify the qualifications required for pre-entry into specific occupations in the local community.

7. Orient employers to the school based placement services program.

III. ADMINISTRATIVE DUTIES AND SERVICES

COMPETENCY: The placement coordinator will have the ability to organize, direct, and maintain the functions of the placement services office located within the school.

PERFORMANCES:

1. Design and develop a total placement record keeping system.

2. Design and develop a functional office and/or working space for the placement services within the school to be accessible to all students.

3. Design, utilize, and interpret tools and techniques of data collection; such as, questionnaires, interviews, and tests.

4. Maintian a collection of free take-out career information within the placement office and encourage students to take advantage of this material.

5. Accurately and systematically report relevant information to the chief school officer; such as, follow-up, occupational location, status, and performance of past students.

6. Coordinate the functions of the placement services office with other school administrative offices.

7. Insure that the placement services office works with and through faculty committees.

8. Join with other people who choose to advance the role and profession of placement coordination.

9. Design a filing system for student records, lists of employers, technical schools, colleges, and job information.

10. Secure bulletin board space designated only for posting placement materials.

11. Prepare quarterly reports of placement activities for dissemination to administrative and supervisory personnel.

IV. SERVICES TO STUDENTS

COMPETENCY: The placement coordinator will possess the ability and skills to provide services to all students by assisting them in securing suitable employment, satisfactory training within the local school, and/or additional training or education beyond the local school which will prepare them for entrance into the world of work.

PERFORMANCES:

1. Assist students in making course selections based on assessments of job interests, abilities, and aptitudes.

2. Conduct interviews for assessing student interests, abilities, and aptitudes in relation to job placement.

3. Interpret information from student records and tests for assessing interests, abilities, and aptitudes.

4. Select, screen, and refer students for employment and educational opportunities.

5. Confer with students regarding placement progress, problems and/or difficulties.

6. Teach students viable procedures for obtaining employment, utilizing interview techniques, writing resumes, filing applications for employment, etc.

7. Refer students for testing to obtain additional data to assist in interpreting individual strengths and weaknesses.

8. Communicate to students the legal aspects of placement with respect to labor laws and regulations regarding the employment of minors and minorities.

9. Provide the student with realistic work activities within the educational environment by utilizing employers, labor union representatives, and others for school workshops and courses and/or field trips.

10. Utilize, implement, or create audio-visual systems and other sources of media to stimulate pre-employment skill training.

V. SERVICES TO COMMUNITY

COMPETENCY: The placement coordinator will have the ability to implement and maintain community contact, thereby being able to promote placement services within the community.

PERFORMANCES:

1. Interpret data and analyze future occupational needs from local, regional, state, and national labor market projections.

2. Inform private and governmental employment agencies of available personnel from secondary and/or community college programs.

3. Publicize follow-up findings.

4. Inform the public about placement service activities through utilization of the mass media, such as local newspapers, radio and television; and through specialized delivery systems, such as local employment agencies, school faculty and administration, community speaking bureaus and school newspapers.

5. Acknowledge and utilize assistance and support from students, parents, faculty, administration, and community resources.

6. Confer with parents on the scheduling of instruction, placement, and/or follow-up of students.

7. Plan and develop special activities such as career day, radio talk shows, panel discussions, committee meetings, and speeches at local civic groups.

8. Utilize a membership in civic clubs, professional organizations, and other groups within the community.

PRODUCTS DELIVERED

The products delivered consisted of the Final Report-August 31, 1980, which contains the developed transportable model found in Appendix A. This report was delivered to the Illinois Office of Education, Department of Adult, Vocational, and Technical Education in Springfield, Illinois. Copies of the final report may be obtained by contacting the office of Department of Adult, Vocational, and Technical Education or:

Dr. Wayne S. Ramp, Project Director
Occupational Education Program
Department of Vocational Education Studies
Southern Illinois University
Carbondale, Illinois

PAID PARTICIPANTS IN ACTIVITY

During the operational existence of the project, many individuals of diverse backgrounds contributed to the planning, implementation, operation, and evaluation of the Continuation of Pilot Program for Training Placement Personnel (PPTPP). The sincere dedication and cooperation of project interns, their school administrators, school boards, and supervisors was essential to the attainment if program objectives.

The paid project staff consisted of two professors from the Department of Vocational Education Studies, the director of SIU-C Career Planning and Placement Center, and one graduate assistant. A one page resume for each of these individuals is presented in Appendix C.

PROJECT PARTICIPANTS

The program participants presented in Appendix D, portrays a diversity of educational and professional backgrounds. Each individual's unique experience proved to be a source of enrichment to other project participants. The range of expertise, school settings, and school

assignments represented by the project's participants contributed greatly to the formulation of a comprehensive view of placement and improved the problem solving strategies of each individual in the group.

RESOURCE PERSONNEL

One of the keys to the success of a placement training program is the development and utilization of placement linkages. Resource personnel were solicited to conduct seminars for the placement project. Resource personnel and their specialties are presented in Appendix E. These individuals were invaluable in serving as experts in their particular area of specialization.

INTERNS, ADMINISTRATORS, AND SUPERVISORS

Intern names with their 1979-1980 school assignments are portrayed in Appendix F. Also presented are the intern's supervising administrators and their summer internship assignments and supervisors.

OBJECTIVES AND ACCOMPLISHMENTS

The following objectives were established to guide the development, implementation, operation, and evaluation of the Continuation of Pilot Program for Training Placement Personnel. A statement of each objective is followed by an evaluation assessment.

Objective 1. Refine and amplify the identified competencies necessary for an individual to function as a job placement coordinator.

ASSESSMENT: Five major competency areas with delineated performances under each area were developed into a transportable model during FY78 This model is presented in Appendix A. FY80 interns were required, on a weekly basis, to record or log their placement activities in reference to the prescribed activities found under each competency area.

Objective 2. Provide a training program based on identified competencies to 15 prospective placement coordinators through coursework, seminars, workshops, and internships.

ASSESSMENT: Thirteen intern participants (Twelve new interns and one FY79 intern) were selected and enrolled for the Fall 1979 term in a competency based training program for placement personnel. The FY79 intern completed the program of study at the end of the fall semester 1979, and this position was filled. In addition, two positions were added and filled for the Spring semester 1980. At the completion of the project, all twelve of the original participants had completed the entire twelve month program. The interns added to the project at the beginning of Spring 1980 semester completed one semester and the summer session training program.

The project interns were provided with a competency based training program consisting of weekly seminars, a two hour per day in-school internship, a summer internship in agencies other than the local school, and during the summer term six eight hour day class meetings in proposal writing. Specific programs were designed for each project intern and modified as individual educational weaknesses or needs became apparent. Each intern's placement activities were evaluated by an in-school supervisor, on-site visitations by project staff, seminar participation, and completion of seminar assignments. Interns were also required to compile daily logs throughout the FY80 school year. A sample log appears in Appendix G.

Objective 3. Competencies have been refined from the FY77 Pilot, the FY78 Continuation, and the FY79 Continuation project. Testing of this refinement for the FY80 was undertaken and incorporated into the final transportable model.

ASSESSMENT: Based on the identified competencies, intern experiences and recommendations of resource and consultant personnel, a rodel system of instructional strategies has been developed and presented in Appendix A. This model was used as the guide in preparing weekly seminar sessions and as a self-study instrument by interns. Interns were given opportunities to revise, rework, and rewrite competencies and performances. Only minor changes were made in the FY78 model. These changes were incorporated into the FY79 model. It was felt by the FY79 interns that the model should remain as it is and be evaluated by the FY80 participants.

Objective 4. Evaluate the impact of the FY79 program completers in terms of their FY80 school assignment, and evaluate the FY80 program completers in terms of their FY81 school assignments.

____ completer spent 50% of his/her time performing placement activities.

____ completer spent 33 1/3% of his/her time performing placement activities.

____ completers allocated 10% or more of their time to placement.

____ completers did no function as a placement coordinator.

____ completer helped supervise the activities of a newly hired individual who devoted 50% of his/her time to placement.

FY '80 Completers and Their FY '81 Assignments

During the school year 1980-1981, what percent of your time will be spent working as a placement coordinator?

___90%-100%	___40%-49%
___80%-89%	___30%-39%
___70%-79%	___20%-29%
___60%-69%	___10%-19%
___50%-59%	___less than 10%

Objective 5. Prepare 100 copies of the final report for dissemination.

ASSESSMENT: One hundred copies of the final report have been printed and forwarded to the Department of Adult, Vocational, and Technical Education for dissemination.

MAJOR ACTIVITIES AND EVENTS

The project staff, along with FY80 participating interns, attended the Second Annual Conference on Pre-Employment & Placement, October 11 and 12, 1979, Springfield, Illinois. Two project staff members, Dr. Harvey Ideus and Dr. Wayne Ramp, were members of the conference's planning committee. Steve Pollock, a FY77 placement intern, was the principle organizer of this conference.

Dr. Ramp, Dr. Ideus, and Dr. Boss were program presenters at the conference. In addition, Mary Lou Hawkins and Art Saunders, interns for FY78 also presented conference programs.

PUBLICITY ACTIVITIES

Publicizing the program and attempting to make it more easily accessible to LEA's in Southern Illinois have been continuous activities. Mailings to area LEA's announcing the continuation of the project were completed. An example of mailed materials are presented in Appendix H. This same letter appeared in the newsletters of the Career Guidance Centers in Regions 13 and 14.

A designated activity for each intern involved coverage of their program by the local media. Participating interns received either local radio coverage of their programs, local television coverage of their programs, or had their programs publicized in their respective local newspapers.

DISSEMINATION ACTIVITIES

As per agreement with the Department of Adult, Vocational, and Technical Education, 100 copies of the final report were transmitted to the Illinois State Board of Eduction Office. Copies were also provided to participating interns, participating LEA supervisors, resource personnel, and to individuals on a selected mailing list.

EVALUATION

External Review

Each administrator of participating LEAs was asked to evaluate the project in terms of its suitability as a continued activity and whether the hiring of a full-time placement coordinator can be justified in their LEA. The results of the survey and the survey instrument used are summarized below:

1) Do you feel that placement services should be provided by the the local school district:

	YES	NOT SURE	NO
Number of Responses	13	1	

2) Does your district have a full-time placement coordinator?

	YES	NOT SURE	NO
Number of Responses	1		13

3) Does your district have plans to hire a full-time placement coordinator?

	YES	NOT SURE	NO
Number of Responses	1	3	10

4) Was your participation in the PPTPP valuable to your district?

	YES	NOT SURE	NO
Number of Responses	11	3	

5) Has your intern's participation in the project been of direct benefit to your district?

	YES	NOT SURE	NO
Number of Responses	12	2	

6) Should an individual that is to function as a placement coordinator receive some type of training?

	YES	NOT SURE	NO
Number of Responses	13	1	

7) Would your district participate in this project again if given the opportunity?

	YES	NOT SURE	NO
Number of Responses	11	3	

8) Would you recommend participation in the project to a district which has not participated?

	YES	NOT SURE	NO
Number of Responses	13	1	

9) Is the teaching of pre-employment skills a part of the curriculum in your district?

	YES	NOT SURE	NO
Number of Responses	11	2	1

10) Can the hiring of a full-time placement coordinator be justified in your district?

	YES	NOT SURE	NO
Number of Responses	4	4	6

It was felt that a survey of first year PPTPP completers would be valuable in assessing the impact of the project. These results and the survey instrument used are summarized below:

1) During the past school year did you function as a placement coordinator in your LEA?

	YES	NO
Number of Responses	4	7

2) If the answer to the above question is YES, what percent of your time did you actually function as a placement coordinator?

90% - 100%	1 40% - 49%
80% - 89%	30% - 39%
70% - 79%	1 20% - 29%
1 60% - 69%	1 10% - 19%
50% - 59%	Less than 10%

3) Has your LEA any plans to hire a full-time placement coordinator for the coming school year 1979-1980?

	YES	NO
Number of Responses		11

4) Do you feel that placement activities should be carried out in the high school?

	YES	NO
Number of Responses	11	

5) Must a placement coordinator receive training similar to the training you received in the PPTPP, before they can function as a placement coordinator?

	YES	NO
Number of Responses	10	1

6) Now that you have had a year to reflect upon the training that you received in the PPTPP, what additional training in placement do you need or feel should be included in a placement training program for future placement coordinators? (COMMENTS RECEIVED)

"None that I can think of. I'm sure I could function well as a placement coordinator with the training you provided."

"I feel the program was excellent and should be continued. SIU is to be commended for their innovative programs in vocational education. I do, however, feel that a full-time person in a small school is not practical at this time. A placement specialist working in guidance is much more likely to happen. After all, all education is vocational; therefore, all guidance is vocational and placement related."

"Simulations of meeting business personnel."

"A staff member is enrolled in the present program and has been functioning as a placement coordinator for our school. The program has been very successful."

"Generally a good program. Could utilize more field experience with potential employers. NEED a continuing refresher program to check techniques and reinforce goals. It was a very valuable experience for me."

"More emphasis on when and how to meet employers in the community -- to get more involvement with personnel managers."

"Information in affirmative action laws such as, Title IX; more information on existing DOL programs and the implications of these programs on placement activities at the high school level; internships outside of the school setting should be intermingled (rotated) with high school placement activities if cooperating districts will allow it."

"Until the school that I teach at recognizes the need for a placement coordinator, I won't be able to determine what additional training is needed."

INTERNAL REVIEW

A continuous review of the effectiveness of the PPTPP was conducted by the project staff, project interns, and LEA internship supervisors. The focus of the intern evaluation process was to measure the progress made in fulfilling project objectives by evaluating each weekly seminar presentation, identifying through record log activities the degree of competency attainment, and reviewing the intern's degree of success in implementing placement services in their LEA.

Each week's seminar presentation was evaluated by the interns using a modified DAVTE Workshop Evaluation participant's form. These evaluation forms were reviewed weekly by the project staff to determine whether the seminar's objectives had been met. Based on this seminar review, future seminar topics were planned, revised, or eliminated. Periodic formal and informal discussions between the project staff, interns, and intern supervisors were conducted to identify PPTPP strengths, weaknesses, or redundancy.

The professional development of interns in implementing placement services in their LEA was evaluated by project staff visitations, the LEA intern supervisor, and when appropriate by the external agency summer internship supervisor. Evaluations of individual interns were based on participation during seminars, written and oral seminar assignments, on-site LEA visitations, and careful scrutiny of intern daily placement activity logs.

Interns were also evaluated on their performance as placement coordinators by their respective school supervisors. The results of these performance evaluations were collected from supervisors each semester. The same process was used to collect performance evaluations from the non-school internship supervisors of those interns participating in the summer practicum.

In 1979 additional non-school evaluation was solicited from 110 non-educational agencies. Each intern was asked to furnish project personnel with a list of ten non-educational agencies that they had personally contacted in their activities as a placement coordinator. A survey instrument was mailed to each of the 110 agencies. Fifty-six respondents or approximately fifty percent of those surveyed responded to the questionnaire. The questionnaire and results obtained are listed below.

PROJECT TITLE: Pilot Project Training Placement Personnel

INTERN'S NAME: _____

REPRESENTING: _____

Project Survey

1. Do you recall the above named intern's contact with your company concern?

(50) YES (6) NO

2. What was the nature of this intern's contact?

(CHECK AS APPROPRIATE)

20 Explanation of Pilot Project Training Placement Personnel?

38 Seeking job opportunities for students?

29 Soliciting your support for placement services?

22 Asked you or a representative to come to their school and speak to a class of students?

28 Asked you information concerning the character of your business?

15 Survey of the community in looking for job vacancies?

16 Tour of your business facilities?

20 OTHER (Please explain)

_____

_____

_____

_____

3) Do you feel that placement of students should be a function of the high school or area vocational center?

(44) YES (8) NOT SURE (4) NO

Under question number 2, "OTHER", included some of the following responses:

"I have dealt with (name) for the past three years and he has done an outstanding job of placement of his students both in college and industry."

"(name) expressed great concern in placing students. I was once a student under (name), now I'm an employee and I understand both aspects of the program. It's a very important worthwhile program."

"We have contacted (name) several times in the past year when we were looking for part-time and full-time help in the store. (name) was very helpful."

"(name) sent student to our company to observe the work in our office, also asking our opinion as to what students should be taught to be prepared for office work."

"(name) called on our firm to ask for our support. We feel it's a program well worth its while and we do support it."

A final evaluation of the total training program was conducted during the last seminar meeting of project participants. At this time interns filled out WORKSHOP EVALUATION Participant's Forms reviewing the total program. The results of this evaluation are presented in the composite WORKSHOP EVALUATION Participant's Form. (Appendix D)

CONCLUSIONS

The fourth year continuation of the PPTPP must be considered a success in that fifteen additional interns received training as placement coordinators; however, the real success of the program will hinge on whether participating LEAs will continue to maintain and develop placement services without external financial assistance. It is within this context that PPTPP effectiveness can truly be measured. Conclusions reached at this time are enumerated below.

1) A need for school based placement services exists as indicated by school administrators and non-LEA organizations; i.e., the school's local business community.

2) Placement coordinator training as administered through this project has been viewed as a benefit to the LEA and to the participating interns.

3) Success in the development of effective placement service seems in part to be determined by: an effective training program for placement coordinators, the support and developmental initiative of the LEA, and the acceptance of the school based placement coordinator by school faculties, school administrators, parents, the LEA's business community, and more importantly, by the students.

4) Placement training provided the past four years seemed to be targeted correctly as ascertained through weekly intern evaluation of seminar presentations. Furthermore, a survey of first year PPTPP interns confirmed that placement training received was considered on target and essential for a functioning placement coordinator.

5) It was determined that the twenty-six competencies developed during the initial year of the PPTPP were too unyielding. The twenty-six original competencies needed to be broken down into logical components and grouped into major competency areas with performances delineated under each area.

6) In the project survey of non-educational agencies contacted by project interns it was found that over 75% of the respondents indicated that the placement of students should be a function of the high school or area vocational center.

(7) The development and incorporation of placement services as an integral functioning unit in the school has best been implemented in those LEAS which have participated in the project during at least two years of the project's existence.

If placement is to become an integral part of the life-long career education process it will need a "grass roots" base of support. In the four years of the PPTPP existence, sixty interns have been trained utilizing this locally based organizational approach. Several leaders have emerged from among this group of participants who received project training and they have developed successful and continuing placement services. It is the hope of the project staff that those reading this report will accept the challenge of further developing placement services for the benefit of all who need assistance in making the transition from school to work.

APPENDICES

APPENDIX A

PLACEMENT COORDINATOR TRAINING
TRANSPORTABLE MODEL

Developmental Phase

The Department of Vocational Education Studies, Southern Illinois University at Carbondale pursuant to a contract with DAVTE and the Illinois Office of Education initiated development of a transportable competency based training program for the training of placement coordinators. The developmental work encompassed a two year process of competency identification, evaluation, and design. The initial year of the project saw the identification and evaluation of twenty-six competencies. During the second year of the project, the competencies were redesigned and grouped into component areas with expected performances and suggested activities. The competencies have been evaluated by project staff and validated by project interns who served as placement coordinators in their respective LEAs. The third year continuation of the project will be used for validation of the transportable model.

Model Use

The transportable model has been divided into five major competency areas: (I) Services to School Personnel, (II) Services to Employees, (III) Administrative Duties and Services, (IV) Services to Students, and (V) Services to Community. A single major competency is associated with each area. Each major competency has associated expected performances. Suggested activities are delineated for competency attainment. Expected performances and suggested activities are not all inclusive; they are meant only as guides in the competency training of placement coordinators.

Additional performances and suggested activities may be needed and/or substituted. Additionally, the five major competencies may possess subtle differences that have not yet been encountered; however, the five major competencies have proved to be indicative of those competencies possessed by competent placement coordinators.

Unit Organization

No unit organization or prescribed rigid course structure is suggested at this time. Unit organization and course structure is left to the discretion of the individual instructor as he/she will find students of different abilities and academic backgrounds who need more, less, or no training in certain aspects of the training model. Thus, suggested activities should be prescribed on the basis of need as perceived by the instructor and student.

One of the keys to the successful in-class training of placement coordinators is the exposure of the individual to a wide variety of seminar presentations by local, regional, and statewide resource personnel. Examples of these presentations are given under the suggested activities found in the model. These seminar presentations by resource personnel form the external school linkages needed by competent placement coordinators.

A second key essential for out-of-class training of placement coordinators is an internship as a placement coordinator in an LEA. It is suggested that the minimum internship experience consists of two clock hours per day through an entire school year. Also, the ideal internship will accompany in-class training of placement coordinators.

Text

Department of Adult and Vocational Technical Education. A Curriculum Guide For Pre-Employment Skills. Springfield, IL: Illinois Office of Education, June 1977.

Department of Adult and Vocational Technical Education. CAPS: Career Assistance and Placement Services: A Training Manual. Springfield, IL: State of Illinois, Board of Vocational Education and Rehabilitation, July 1976.

National Association for Industry Education Cooperation. Placement Services: A Training Manual. Ann Arbor, MI: Prakken Publications. Inc., 1977.

Suggested Additional Readings

Gibson, Roscoe R. Competencies For School Based Job Placement Services. Jefferson City, MO: Division of Career and Adult Education, Missouri Department Elementary and Secondary Education, 1975.

Gibson, Roscoe R. Job Placement Manual. Jefferson City, MO: Division of Career and Adult Education, Missouri Department Elementary and Secondary Education, 1976.

National Association for Industry Education Cooperation. Placement Services: A Training Manual. Under contract with U.S.O.E., Washington, DC: U.S.O.E., 1975.

A Suggested Job Placement Model For Local Education Agencies of Texas. Under contract with Occupational Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency, Prairie View, TX: Prairie View A & M University, n.d.

I. SERVICES TO SCHOOL PERSONNEL

COMPETENCY	PERFORMANCES	ACTIVITIES
1.0 The Placement Coordinator will be able to work within the school environment with all personnel involved in the total education process.	1.1 Communicate with library personnel and utilize their skill in maintaining a library of current career information.	1.1a Visit a library with a well developed career information collection and have the librarian review the collection 1.1b Discuss with a librarian possible sources of free career information materials. 1.1c Compile a bibliography of current career information materials.
	1.2 Assist colleagues and others in the interpretation and utilization of follow-up data.	1.2a Analyze follow-up data collected by an LEA with other class members. 1.2b Text: Placement Services: A Training Manual, Chapter 2 and 9.
	1.3 Utilize follow-up data from a variety of sources to effect change in the operation of the school. (e.g., administration, teaching content, counseling, and curriculum development).	1.3a Seminar presentation: LEA administrators and staff members who have used follow-up data to initiate changes. 1.3b Text: Placement Services: A Training Manual, Chapter 9.
	1.4 Confer with colleagues regarding individual student needs or difficulties associated with student placement.	1.4a Text: Placement Services: A Training Manual, Chapter 3. 1.4b Survey colleagues to ascertain student problems and needs associated with placement services.

COMPETENCY	PERFORMANCES	ACTIVITIES
	1.5 Inform school colleagues of placement processes, activities, and encourage their participation in the placement process.	1.5a Meet with faculty and administrative personnel and explain concepts of school-based placement services. 1.5b Develop a continuing PR campaign to keep a school faculty informed of placement services. 1.5c Text: Placement Services: A Training Manual, Chapters 1 and 2.
	1.6 Identify and describe the placement processes, career development, and career decision making theories to faculty and administrative personnel.	1.6a Develop a set of transparencies or PR materials for distribution to faculty and administrative personnel explaining the placement process, career development, and career decision making theories. 1.6b Text: Placement Services: A Training Manual, Chapter 10. 1.6c Text: CAPS, pp. 89-110. 1.6d Seminar presentation: Career decision making theories.
	1.7 Encourage teachers in all academic areas to develop units of study concerned with occupations and career information.	1.7a Collect, organize, and distribute to all faculty members units of study concerned with occupations and career information. 1.7b Text: A Curriculum Guide for Pre-Employment Skills, make available reference copies for use by faculty. 1.7c Text: CAPS, make available reference copies for use by faculty. 1.7d Seminar presentation: Introduction of pre-employment skill training into different curricula areas.

COMPETENCY	PERFORMANCES	ACTIVITIES
	1.8 Become a teaching resource person on career information and assist faculty personnel to utilize this information in daily teaching activities.	1.8a Develop units of study from CAPS and A Curriculum Guide for Pre-Employment Skills for personnel classroom use. 1.8b Seminar presentation: use of the CAPS manual and A Curriculum Guide for Pre-Employment Skills.
	1.9 Encourage all school personnel to assist in the placement process.	1.9a Develop a PR campaign to encourage cooperation of all school personnel in the placement process. 1.9b Seminar presentation: PR and advertising techniques. 1.9c Seminar presentation: Effective use of broadcasting and other forms of mass communication.

II. SERVICES TO EMPLOYERS

COMPETENCY	PERFORMANCES	ACTIVITIES
.0 The Placement Coordinator will have the ability and skills to work with local, regional, state and national employers in satisfying their employment needs.	2.1 Initiate personal contact with all local employers to determine their present and future labor force needs.	2.1a Develop a card index file of all potential employers within your LEA's immediate geographic area. 2.1b Conduct a local employment needs survey. 2.1c Contact all potential local employers and inform them of your placement service.
	2.2 Work with regional, state, and national employers to develop comprehensive understanding of correct working procedures for fulfilling employer needs; to include, delineation of job requirements and job application procedures.	2.2a Secure and develop a resource file of job application forms. 2.2b Secure and develop a resource file of job descriptions. 2.2c Text: A Curriculum Guide for Pre-Employment Skills, pp. 62-109.
	2.3 Communicate to potential employers information regarding personnel available for employment.	2.3a Design a publication or newsletter for distribution to local employers. 2.3b Utilize the local media for PR. 2.3c Seminar presentation: Using the mass media for PR.
	2.4 Communicate with potential employers placement service information that your office has available concerning LEA's educational programs.	2.4a Design a publication or newsletter for distribution to local employers. 2.4b Place local employers on a free mailing list for the school newspaper.

COMPETENCY	PERFORMANCES	ACTIVITIES
	2.5 Establish an employer advisory board.	2.5a Text: Placement Services: A Training Manual, Chapter 4. 2.5b Seminar presentation: Establishing and working with advisory committees.
	2.6 Conduct an occupational analysis to identify the qualifications required for pre-entry into specific occupations in the local community.	2.6a Establish a resource file of job descriptions. 2.6b Text: Placement Services: A Training Manual, Chapter 7 and 8.
	2.7 Orient employers to the school-based placement services program.	2.7a Organize a workshop for community employers. 2.7b Text: Placement Services: A Training Manual, Chapter 5. 2.7c Design a ten minute speech or program for presentation to groups of employers.

III. ADMINISTRATIVE DUTIES AND SERVICES

COMPETENCY	PERFORMANCES	ACTIVITIES
3.0 The Placement Coordinator will have the ability to organize, direct, and maintain the functions of the placement services office located within the school.	3.1 Design and develop a total placement record keeping system.	3.1a Text: Placement Services: A Training Manual, Chapter 8. 3.1b Tour of a functioning placement center. 3.1c Text: CAPS, pp. 89-110, 7-31.
	3.2 Design and develop a functional office and/or working space for the placement services within the school to be accessible to all students.	3.2a Tour of a high school placement center. 3.2b Tour of a college placement center. 3.2c Seminar presentation: Developing a functioning placement center by a placement director.
	3.3 Design, utilize, and interpret tools and techniques of data collection; such as, questionnaires, interviews, and tests.	3.3a Seminar presentation: Interviewing techniques. 3.3b Seminar presentation: Follow-up studies. 3.3c Text: Placement Services: A Training Manual, Chapter 9.
	3.4 Maintain a collection of free take-out career information within the placement office and encourage students to take advantage of this material.	3.4a Seminar presentation: Sources of career information materials by a librarian. 3.4b Write local, regional, state, and national business concerns requesting free materials and to be place on their mailing lists.

COMPETENCY	PERFORMANCES	ACTIVITIES
	3.5 Accurately and systematically report relevant information to the chief school officer; such as, follow-up, occupational location, status, and performance of past students.	3.5a Develop concise periodic reports delineating activities of the placement service. 3.5b Review placement statistics furnished by a placement service. 3.5c Seminar presentation: Local labor statistics by a job service representative.
	3.6 Coordinate the functions of the placement services office with other school administrative offices.	3.6a Text: CAPS, pp. 33-67. 3.6b List types of coordination activities for a placement office.
	3.7 Insure that the placement services office works with and through faculty committees.	3.7a Secure administrative approval for the placement service to be a part of all faculty committees. 3.7b Text: Placement Services: A Training Manual, pp. 91-117.
	3.8 Join with other people who choose to advance the role and profession of placement coordination.	3.8a Text: CAPS, p. R6, Join a professional association. 3.8b Establish a local advisory committee for placement services.

COMPETENCY	PERFORMANCES	ACTIVITIES
	3.9 Design a filing system for student records, list of employers, technical schools, colleges, and job information.	3.9a Establish a community contact file of employers and key individuals. 3.9b Get on industry, company, university, etc., mailing lists.
	3.10 Secure bulletin board space designated only for posting placement materials.	3.10a Design bulletin board displays publicizing the placement services and its activities. 3.10b Seminar presentation: Techniques of advertising placement services.

IV. SERVICES TO STUDENTS

COMPETENCY	PERFORMANCES	ACTIVITIES
4.0 The Placement Coordinator will possess the ability and skills to provide services to all students by assisting them in securing suitable employment, satisfactory training within the local school, and/or additional training or education beyond the local school which will prepare them for entrance into the world of work.	4.1 Assist students in making course selections based on assessments of interest, abilities, and aptitudes as revealed through guidance services.	4.1a Seminar presentation: Aptitude and vocational interest testing. 4.1b Seminar presentation: Career decision making theories.
	4.2 Conduct interviews for assessing student interests, abilities, and aptitudes in relation to job placement.	4.2a Seminar presentation by Placement Coordinator. 4.2b Text: Placement Services: A Training Manual, Chapter 6. 4.2c Text: CAPS, pp. 69-88.
	4.3 Interpret information from student records and tests for assessing interests, abilities, and aptitudes.	4.3a Text: CAPS, pp. 69-88. 4.3b Seminar presentation by Placement Coordinator. 4.3c Seminar presentation by job service Placement Counselor. 4.3d Text: Placement Services: A Training Manual, Chapter 11.
	4.4 Select, screen, and refer students for employment and educational opportunities.	4.4a Seminar presentations by college recruiters. 4.4b Seminar presentation by proprietary school recruiter. 4.4c Seminar presentation by job service Placement Counselor. 4.4d Text: A Curriculum Guide for Pre-Employment Skills, pp. 33-61. 4.4e Seminar presentation by military recruiter. 4.4f Text: Placement Services: A Training Manual, Chapter 12.

COMPETENCY	PERFORMANCES	ACTIVITIES
	4.5 Confer with students regarding placement progress, problems and/or difficulties.	4.5a Seminar presentation by Coop Coordinator concerning student employment problems. 4.5b Text: A Curriculum Guide for Pre-Employment Skills, pp. 114-129. 4.5c Text: Placement Services: A Training Manual, Chapter 11.
	4.6 Teach students viable procedures for obtaining employment, utilizing interview techniques, writing resumes, filing applications for employment, etc.	4.6a Text: Placement Services: A Training Manual, Chapter 7, 8, and 12. 4.6b Text: A Curriculum Guide for Pre-Employment Skills, pp. 15-32, 4.6c Seminar presentation: Writing resumes and filling out job application forms. 4.6d Seminar presentation: Hiring and firing procedures by Personnel Manager. 4.6e Seminar presentation by representative of the job service.
	4.7 Refer students for testing to obtain additional data to assist in interpreting individual strengths and weaknesses.	4.7a Seminar presentation: Aptitude and vocational interest testing. 4.7b Seminar presentation on interpretation of test results.

COMPETENCY	PERFORMANCES	ACTIVITIES
	4.8 Communicate to students the legal aspects of placement with respect to labor laws and regulations regarding employment of minors and minorities.	4.8a Text: Placement Services: A Training Manual, Appendix A, Appendix F-11. 4.8b Text: A Curriculum Guide for Pre-Employment Skills, pp. 150-155. 4.8c Seminar presentation: Labor, affirmative action, and civil right laws.
	4.9 Provide the student with realistic work activities within the educational environment by utilizing employers, labor union representatives, and others for school workshops and courses and/or field trips.	4.9a Seminar presentation by Union Business Agent. 4.9b Seminar presentation by Personnel Managers. 4.9c Seminar presentation by DVR representative. 4.9d Seminar presentation by small business administration. 4.9e Field trips to different area employment concerns.
	4.10 Utilize, implement, or create audio visual systems and other sources of media to stimulate pre-employment skill training.	4.10a Compile a list of free audio-visual materials. 4.10b Develop audio visual materials for use with the CAPS resource manual and A Curriculum Guide for Pre-Employment Skills.

V. SERVICES TO COMMUNITY

COMPETENCY	PERFORMANCES	ACTIVITIES
5.0 The Placement Coordinator will have the ability to implement and maintain community contact; thereby being able to promote placement services within the local community.	5.1 Interpret data and analyze future occupational needs from local, regional, state, and national labor market projections.	5.1a Text: Placement Services: A Training Manual, Chapter 9. 5.1b Seminar presentation: Interpreting labor statistics.
	5.2 Inform private and governmental employment agencies of available personnel from secondary and/or community college programs.	5.2a Text: Placement Services: A Training Manual, Chapter 5 and 6. 5.2b Establish a mailing and telephone list of employment agencies.
	5.3 Publicize follow-up findings.	5.3a& Design a newspaper release. 5.4a
	5.4 Inform the public about placement service activities through utilization of the mass media, such as local newspapers, radio and television; and through specialized delivery systems, such as local employment agencies, school faculty and administration, community speaking bureaus and school newspapers.	5.3b& Design a radio and television 5.4b public service announcement. 5.3c& Text: Placement Services: A 5.4c Training Manual, Chapter 10. 5.3d& Design a ten minute speech or 5.4d program for presentation to community civic organizations.
	5.5 Acknowledge and utilize assistance and support from students, parents, faculty administration, and community resources.	5.5a Text: Placement Services: A Training Manual, Chapter 5. 5.5b Publicize the help and assistance, received by your placement service.

COMPETENCY	PERFORMANCES	ACTIVITIES
	5.6 Confer with parents on the scheduling of instruction, placement, and/or follow-up of students.	5.6a Schedule conferences with parents. 5.6b Text: CAPS, pp. 111-122.
	5.7 Plan and develop special activities such as Career Day, radio talk shows, panel discussions, committee meetings, and speeches at local civic groups.	5.7a Submit a plan for a school career day. 5.7b Design PR materials for placement service.
	5.8 Become a member of civic clubs, professional organizations, and other groups within the community.	5.8a List influential community civic groups. 5.8b Join a civic community group. 5.8c Text: CAPS, p. R6.

APPENDIX B

EVALUATION PPTPP
NUMBER OF PERFORMANCES COMPLETED

Performances	9/79 - 8/80
1.1	23
1.2	16
1.3	19
1.4	34
1.5	26
1.6	19
1.7	7
1.8	19
1.9	17

Performances	9/79 - 8/80
2.1	71
2.2	22
2.3	73
2.4	29
2.5	15
2.6	11
2.7	39

Performances	9/79 - 8/80
3.1	21
3.2	6
3.3	47
3.4	32
3.5	44
3.6	28
3.7	3
3.8	27
3.9	16
3.10	26

Performances	9/79 - 8/80
4.1	38
4.2	29
4.3	46
4.4	102
4.5	61
4.6	83
4.7	16
4.8	2
4.9	6
4.10	18

Performances	9/79 - 8/80
5.1	9
5.2	17
5.3	16
5.4	43
5.5	26
5.6	16
5.7	21
5.8	2

APPENDIX F

Sample Log

AGENCY _____ NAME OF INTERN _____

DAILY INTERNSHIP ACTIVITY LOG

DATE	RELATED TO PERFORMANCE NUMBER	DESCRIPTION OF ACTIVITY
1/26	2.1 2.3	Visited six local employers to inform them of our Placement Services and to see if they need any student workers.
1/29	2.2	Had conference with Beth Dusch (Job Service) she explained the function of Job Service.
2/1	1.4 1.5 1.6 1.8	Met with Faculty members of the Vocational-Technical Division. Explained our placement service, talked about individual student needs, and offered to assist faculty in teaching
	COMPENTENCIES:	

AGENCY___ _____ NAME OF INTERN_____

DAILY INTERNSHIP ACTIVITY LOG

DATE	RELATED TO PERFORMANCE NUMBER	DESCRIPTION OF ACTIVITY
2/2	2.2 3.3	Conferred with library personnel about their career information collection. Started preparing a master list of in-district employers-listed 100. Prepared presentation of resume writing and interviewing for faculty member.
53	3.10	Updated present Placement Bulletin Board
COMPETENCIES:		

66

67

APPENDIX G

Publicity Activities

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

June 12, 1979

MEMORANDUM

TO: School Administrators - Southern Illinois

FROM: Wayne S. Ramp, Director
Placement Personnel Training Project

SUBJECT: Request Nomination from your Staff
to Receive In-service Training

A fourth year continuation of the project entitled "Pilot Program for Training Placement Personnel" has again been funded by the Professional and Curriculum Development section of the IOE, Department of Adult, Vocational and Technical Education. As a part of this project, fourteen persons will be selected to receive training as professional placement workers or coordinators. The individuals selected will receive a waiver of tuition and fees at SIU-C for two semesters and the 1979 summer session. They will be enrolled for three semester hours of internship in their respective school systems and will meet once a week for a three semester hour seminar, probably on Monday evenings on the SIU-C campus. During the past three years, forty individuals have completed placement training under this project.

The project will provide internship supervision and up to $900.00 per school to help with any additional telephone, travel or office expenses that might be necessary. The local school will be requested to provide office space with telephone facilities, and at least two clock hours per day to the trainee for placement activities.

If you wish to begin an organized placement service in your school or if you have such a service and wish to up-grade an individual who is responsible for the service, please send their names and addresses by letter or telephone. We hope to have completed our selection process by July 31 because classes begin on August 27 and those selected must be enrolled for project credit during that week.

If you have questions please feel free to call either

Dr. Richard Boss, Assistant Project Director at 536-2381
Dr. Harvey Ideus, Principal Investigator at 453-2391
or myself at 536-2381

A postage paid return envelope and a nomination form is enclosed for your convenience. Thank you for your assistance.

WSR:ts

APPENDIX H

Supervisor Evaluation Form

TRAINING PLACEMENT PERSONNEL
Southern Illinois University at Carbondale
Department of Vocational Education Studies

Intern's Name_____ Semester_____

The following report should be completed by the supervisor or his/her agent and presented to the SIU-C representative during this semester. Please indicate your evaluation of the intern for each of the items by placing a check in the appropriate column.

Items for Evaluation	Rating		
	Superior	Average	Needs Improvement
PERFORMANCE OF DUTY			
Place Students Effectively			
Uses Time Efficiently			
Problem Solving Ability			
Quality of Completed Activities			
Job Confidence			
Bearing & Behavior			
Enthusiasm			
PROFESSIONAL SKILLS:			
Writing			
Communicating Verbally			
Motivating and Training Others			
Developing Plans or Programs			
Evaluating Program, Plans & Personnel			
ATTITUDE TOWARD STUDENT AND COMMUNITY:			
Safety of Student			
Supervisory			
Peer Cooperation and Relationships			
Advisory Committee Members			
Constructive Criticism from Others			

Please indicate any special projects or assignments completed by the intern during the past four months.

Are there other areas in which SIU-C might contribute to the professional or technical development of this intern?_____Please specify. Additional remarks.

Please indicate number of hours the intern will work on placement activities during this reporting period (_____to _____):_____hours.

(Coordinator's Signature) (Supervisor's Signature)

Grade: A B C (Please encircle) (Title/Rank)

APPENDIX I EVALUATION FORM
STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Department of Adult, Vocational and Technical Education
100 North First Street
Springfield, Illinois 62777

WORKSHOP EVALUATION
Participant's Form

Workshop Title: _____

Agency or Institution: _____

The activity you have just completed was supported by the Illinois Office of Education. Your appraisal of the activity will aid in improving future activities. Return this form to the workshop leader, or properly fold, fasten, stamp, and mail directly to the address on the reverse side.

Please rate the workshop by placing an "x" along the following continuums.

In terms of helping learners become employable, how great a need has this activity attempted to fulfill?

(Great need) | 14 | 1 | | | (Insignificant need)

How well was the workshop organized?

(Well organized) | 11 | 3 | | | (Lacked organization)

How applicable to your needs was the workshop content?

(Very applicable) | 14 | 1 | | | (Inapplicable)

How would you recommend this workshop to someone who has a similar job?

(Highly recommended) | 14 | 1 | | | (Don't bother to go)

How would you rate the instructor? (If more than one, write in the name along the continuum where he or she would be placed.)

(Excellent) | 15 | | | | (Poor)

How appropriate was this activity in terms of what you believe to be adult, vocational and technical education?

(Very appropriate) | 14 | 1 | | | (Inappropriate)

To what degree will what you have learned affect your behavior in your job?

(Considerably) | 14 | 1 | | | (Very little)

How much do you feel you learned?

(More than anticipated) | 14 | | 1 | | (Less than expected)

How much material was presented?

(Too much for the time available) | 3 | 12 | | | (Not enough for the time expended)

How would you rate the activity overall?

(Excellent) | 14 | | | | (Unsatisfactory)

What are your needs for in-service activities for the future? Please list specific topics.

Please relate additional comments on this workshops on the reverse side.